**Structured Small Group Program**

**Title**

The Real Deal to Feel

**Goal/ Purpose**

In this group, third grade students will learn to identify and express feelings appropriately to decrease disruption in the classroom and enhance relationship skills.

**Population**

This group is for female and male students in the 3rd grade, who have been referred for expressing feelings inappropriately in and outside the classroom, within the past 6 months.

**Rationale/ Need**

Communication is at the heart of relationships, and feelings are at the heart of effective communication. A study done by Perdue, Manzeske, and Estell (2009) found that, “Social skills evinced a relationship with school engagement as strong as that of achievement, supporting the argument that social and academic skills are strongly intertwined” (p. 1092). As the ASCA framework states, it is the role of the school counselor to help the student achieve school success by implementing both academic and social developmental experiences (ASCA, 2005). Therefore, in order for students to reach academic achievement it imperative to see if what, if any, social skills need to be addressed.

In order to find any social skill needs within the school, I first approached the teachers with a social skills survey (Appendix A). Based on a Likert Scale, this social skills survey addresses prominent social areas in the classroom that could be of concern to the teacher. After the survey was completed, I found that there were numerous social skills needing to be addressed. However, I specifically found that of the third grade teachers, expressing feelings appropriately was a primary concern. As a result, I interviewed these third grade teachers, to find the precise concerns, in regards to their students expressing feelings appropriately. In addition to the teacher survey and interview as needs assessments, I will also utilize student behavioral reports and student grades as archival data references.

**Theoretical Orientation**

The theoretical approach that will be used in the group is Reality Therapy. In Reality Therapy the client focuses on improving their present or future, and controlling the things they do or the way the act, such as expressing emotions. In regards to Reality Therapy, Corey (2012) states, “Behavior is a language whose purpose is to help us get what we want from the world.” He also adds, “An essential part of reality therapy consists of teaching people about their needs and how to more effectively meet these needs” (p. 395). Additionally, “Glasser stresses that individuals need to develop responsibility, which he defines as the ability to behave in a way that satisfies one’s needs without interfering with the need satisfaction of others. Such responsibility requires decision-making skills based upon a careful consideration of the implications of alternative actions” (p. 384). Using Reality Therapy in this group, I can help these students understand what they want when experiencing a feeling, and how to successfully obtain what they want or need by appropriately expressing their feelings.

**Ethical. Legal, and Multicultural Issues**

Ethical, legal, and multicultural considerations are substantial in group work among minors. The first ethical consideration for school counselors working in groups is their responsibility to the parent by providing parental informed consent (Appendix B). This informed consent notified parents of their child’s involvement in group. Another ethical consideration within a group is confidentiality. It is significant that the school counselor state to each group member that confidentiality within the group is necessary. To paraphrase this to third graders, the group facilitator will tell students that whatever is said in the group stays in the group. In addition, it is important to explain to the student’s, that as their school counselor and group facilitator, I am also in the realms of confidentiality. It is imperative that limits to confidentiality are also explained. These limits are self-harm, intent to harm others, and abuse.

Legal considerations include being a mandated reporter, which entails reporting any suspected child abuse or child neglect to Child Protective Services. As a school counselor, there is also the duty to warn others that may be affected by client’s thoughts of suicide or assault. Next, school counselors must be careful of negligence and malpractice. Lastly, it is crucial that school counselor’s understand that parents have the rights to their student’s records.

The school counselor has the responsibility to recognize that multicultural differences may occur within the group. As a result, the school counselor must expand he or she’s awareness on the cultural values and beliefs of the group members. At the third grade, level it is important to be a model respect in regards to diversity.

**Recruitment and Screening**

When interviewing with the teachers during the needs assessment, teachers will then refer students from their classroom that they feel need assistance with expressing feelings appropriately. Once the students have been referred, a pre-interview screening will then take place to decide which students fit the group structure. Once the students have been screened into the group, an informed consent (Appendix B) will be sent home to explain student’s participation in the group to their parents. Once parental permission has been received by all group members the group may begin.

**Structure**

This group is an eight session closed group, which will be eight weeks in duration. Each session will be on Wednesday’s from 1:30-2:00 pm during the third grade physical education time. The group will be held in classroom twenty-two. It will be offered twice a year.

**Core ASCA Standard(s)**

A.1.b Are concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student.

A.1.e Promote the welfare of individual students and collaborate with them to develop an action plan for success.

A.6.f.Facilitate group work that is brief and solution-focused, working with a variety of academic, career, college and personal/social issues.

**Core California School Counselor State Standard(s)**

* 1. Ensure all students are engaged in a system of support designed for learning and academic success.
  2. Identify student problems in their earliest stages and implement prevention and intervention strategies.

3.1 Assess student characteristics and utilize the information to plan for individual student growth and achievement.

5.2 Develop and implement programs that address the personal and social risk factors of students.

**Core California Academic Standard(s)**

Reading: Key Ideas and Details 3rd Grade: 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Reading: Comprehension and Collaboration 3rd Grade: 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

Language: Vocabulary Acquisition and Use 3rd Grade: 4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.

**Objectives**

Objective 1: Students will identify fifteen key feelings and have some understanding of each.

Objective 2: Having identified numerous feelings, students will understand that everyone experiences feelings.

Objective 3: Students will name types of behaviors and language that are acceptable and unacceptable when expressing feelings.

Objective 4: Students will appropriately state their feelings with peers via role play.

Objective 5: Students will move in the direction of greater self-awareness in regards to expressing their feelings through sharing personal stories of how students expressed their feelings.

Objective 6: Students will develop empathy for other children through sharing personal experiences and exploring commonly-shared emotions and feelings.

**Program Evaluation**

The group program will be evaluated using a pretest/posttest. During the first session, students will complete a pre-test (Appendix C) that covers all objectives. The posttest will be taken during the termination session (Appendix C). The pretest/posttest will evaluate what the student actually learned throughout the eight weeks of group. In addition, the group members will fill out a group/facilitator evaluation form (Appendix D).

**Session 1**

**Title**

Feelingo

**Brief Summary of Session**

Students will play a special version of the bingo game that depicts emotions. Through the game bingo and subsequent discussion, the students will learn to identify specific feelings and understand that we all experience the same feelings. In addition, students will learn that to have these feelings is okay, and that we should be aware of what we do with these feelings because we are responsible for our actions.

**Theoretical Orientation**

The primary theoretical orientation used to develop this group was Reality Therapy. Reality Therapy participants understand that they have some control over their feelings by choosing to act and think differently.

**Specific Group Technique**

The counseling techniques that will be used in this group session are humor and skillful questioning.

**Duration**

25 Minutes

**Materials/ Media**

List of 16 feelings

Feelings Bingo Faces

Paper or Cardstock

Glue Sticks

Crayons

Bingo Markers or Small Pieces of Paper, Buttons, etc. to cover bingo spaces

**Core ASCA Standard(s)**

A.1.b Are concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student.

A.6.f.Facilitate group work that is brief and solution-focused, working with a variety of academic, career, college and personal/social issues.

**Core California School Counselor Standard(s)**

* 1. Ensure all students are engaged in a system of support designed for learning and academic success.
  2. Identify student problems in their earliest stages and implement prevention and intervention strategies.

3.1 Assess student characteristics and utilize the information to plan for individual student growth and achievement.

5.2 Develop and implement programs that address the personal and social risk factors of students.

**Core California Academic Standard(s)**

Language: Vocabulary Acquisition and Use 3rd Grade: 4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.

**Objectives**

Objective 1: Students will identify fifteen key feelings and have some understanding of each.

**Assessments**

I assessed the groups session objectives based on observation and an objective evaluation.

**Procedures/ Instructional Strategy**

* 1. The facilitator will give each child 16 blank circle faces and ask them to draw a face in each circle, adding eyes, a nose, a mouth, and a few simple features representing each feeling. For angry, a student might draw smoke coming out of the ears and a very upset expression; for embarrassed, the face might have eyes looking down and the cheeks shaded red. The facilitator should give a few examples. Everyone should end up with 16 different circles.
  2. Ask each child to shuffle their circle faces and glue them to a blank sheet of paper- four across and four down to make the feelings bingo card. This will allow each child to have a different feelings bingo card.
  3. The facilitator will shake up the feeling cards in a bag and pick them out, one at a time, calling out each feeling as it is drawn. Each time the feeling is called out, the facilitator will give an example of that feeling. For example, “Sara is scared of the dark,” or “Bobby is scared of thunder.” The facilitator will also say a few things about the feeling, such as “Everyone is scared of something; being scared is just one of our feelings.’ Facilitators do not need to call out letters or numbers for Feelings Bingo, only feelings.
  4. Once the game is over, ask the children to go around the circle and share what they learned. Were any of the examples similar to things they have experienced and/or felt?

**Homework/ Ownwork**

Students will observe different feelings, whether they be their own feelings or feelings of others throughout the week. Next session, students will explain what feelings they observed, and explain the situation.

**Group Stage and Emerging Issues**

An issue that may arise in this group stage and within the content is that the group members may be at very different levels of knowledge about feeling words. For some students, these words will be easy to define and think of examples for, but other students they may need assistance. This group session is in the initial group stage.

**Session 2**

**Title**

Identifying Feelings/Three Little Pigs

**Duration**

25Minutes

**Brief Summary of Session**

The facilitator will read the *Three Little Pigs* and put the name of all characters on the top of the whiteboard. The facilitator will read one scene at a time, and in between scenes, the facilitator will ask the children what each of the characters might be feeling. Facilitators will provide each child with the opportunity to answer. Each time the child names a feeling that the character might be feeling, facilitators will write that feeling under the character’s name. The list of numerous feelings for each character will help make the point that all feelings are expressed and felt by everyone.

**Theoretical Orientation**

The primary theoretical orientation used to develop this group was Reality Therapy. Reality Therapy participants understand that they have some control over their feelings by choosing to act and think differently.

**Specific Group Technique**

The counseling techniques that will be used in this group session are humor and skillful questioning.

**Materials/ Media:**

* List of 16 feelings
* Whiteboard or Butcher Paper
* Markers (dry erase or regular)

**Core ASCA Standard(s)**

A.1.b Are concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student.

A.1.e Promote the welfare of individual students and collaborate with them to develop an action plan for success.

A.6.f.Facilitate group work that is brief and solution-focused, working with a variety of academic, career, college and personal/social issues.

**Core California Standard(s)**

* 1. Ensure all students are engaged in a system of support designed for learning and academic success.
  2. Identify student problems in their earliest stages and implement prevention and intervention strategies.

3.1 Assess student characteristics and utilize the information to plan for individual student growth and achievement.

5.2 Develop and implement programs that address the personal and social risk factors of students.

**Core California Academic Standard(s)**

Reading: Key Ideas and Details 3rd Grade: 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Reading: Comprehension and Collaboration 3rd Grade: 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

**Objectives**

Objective 1: Students will identify fifteen key feelings and have some understanding of each.

Objective 2: Having identified numerous feelings, students will understand that everyone experiences feelings.

**Assessments**

I assessed the groups session objectives based on observation and an objective evaluation.

**Procedures/ Instructional Strategy**

1. Select a short, simple, and classic children’s story, such as the *Three Little Pigs*. On a board or butcher paper, put the name of all of the characters across the top. For example: Mother Pig, First Little Pig, Big Bad Wolf, etc. Read the story to the children one scene at a time stopping in between scenes. Each time the facilitator stops, they should ask the children what each of the characters might be feeling. Facilitators can provide each child with the opportunity to answer by going around in the circle.
2. Each time the child names a feeling that the character might be feeling, facilitators will write that feeling under the character’s name. The list of numerous feelings for each character will help make the point that even in a short story, many feelings are expressed and felt by everyone. Learning to think about other’s feelings builds empathy and understanding. For example, in the Three Little Pigs, the pig with the straw house may feel embarrassed that his house was so poorly constructed, and the third pig may be proud of his brick house. He might also be frustrated that he has to share it with his brother, or could be happy to share it so he wouldn’t have to live alone.

**Homework/ Ownwork**

Students will observe themselves dealing with a situation in which a specific feeling is experienced. Next session, the students will share how they expressed these feelings.

**Group Stage and Emerging Issues**

Issues that may arise in this group stage and within the content is that some group members might have a difficult time defining feelings and thinking of real life examples regarding those feelings. This group session is in the initial group stage.

**References**

American School Counselor Association. (2010). *Ethical standards for school counselors.*

Retrieved from <http://www.schoolcounselor.org/files/EthicalStandards2010.pdf>.

Corey, G. (2012). *Theory and practice of group counseling* (8th ed.)*.* Belmont, CA: Brooks/Cole, Cenage Learning.

Marandola, P., & Imber, S. (1979). Glasser's classroom meeting: a humanistic approach to behavior change with preadolescent inner city learning disabled children. *Journal Of Learning Disabilities*, *12*(6), 383-387.

Perdue, N. H, Manzeske, D. P, & Estell, D. B. (2009). Early predictors of school engagement: Exploring the role of peer relationships.

*Psychology in the Schools, 46*(10),1084–1097.

**Appendix A**

**Social Skills Teacher Survey**

Teacher: Grade Level: **ua**

1 2 3 4 5

(never problematic) (seldom problematic) (not observed)(problematic)(very problematic)

Using the likert scale above, please identify the level of each social skill based on your classroom:

1. Active Listening Skills 1 2 3 4 5

2. Social problem solving 1 2 3 4 5

3. Peer negotiation 1 2 3 4 5

4. Expressing Feelings Appropriately 1 2 3 4 5

5. Conflict management 1 2 3 4 5

6. Peer resistance skills 1 2 3 4 5

7. Effective Communication 1 2 3 4 5

8. Accepting of diverse groups 1 2 3 4 5

**Appendix B**

**Parental Informed Consent**

**School Name (HERE)**

**Parent/Guardian Consent for Individual and Group School Counseling Services**

This is to inform you that your student, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, has been referred to the school counselor by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for concerns related to:

Academic \_\_\_\_\_ Behavior \_\_\_\_\_\_ Social \_\_\_\_\_\_ Personal \_\_\_\_\_\_

School Counselor will conduct counseling services via:

🞏Individual counseling 🞏 Small group counseling sessions

Topics to be covered during the counseling sessions may include one or more of the following:

🞏Emotional Concerns 🞏Academic Performance

🞏Behavioral Concerns 🞏Interpersonal Relationships

🞏Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Counseling sessions are generally 20 -30 minutes. All counseling sessions will take place in the school building in an atmosphere that supports the confidential nature of the sessions.

**Confidentiality:**

It is the ethical and legal responsibility of the counselor to safeguard students from unauthorized disclosures of information given in the context of counseling sessions. Therefore, information revealed between the counselor and student during the counseling session is confidential. It is the counselor’s hope that the parent, teacher, and/or administrator be involved in the helping process while maintaining counselor-student confidentiality. The limitations to confidentiality include:

1. When student poses danger to self, others, or the property of others.
2. When counselor suspects abuse or neglect.
3. Upon authorization of parent/student.
4. Under court order.

In some circumstances school counselors may be required to breach confidentiality as a matter of school policy. These limitations will be discussed with students during initial counseling sessions. Also, in group counseling sessions, the importance of confidentiality is stressed but cannot be guaranteed between group members.

**Consent:**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read and understand the contents of this informed consent.

(please print name)

I give my child permission to participate in the proposed counseling activities.

Parent/Guardian Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

**Appendix C**

**Pretest/Posttest**

|  |
| --- |
| **Student:** |
| **Objectives Assessment** | True | False |
| 1. Embarrassed, nervous, and disappointed are all feelings? |  |  |
| 2. Everyone experiences feelings. |  |  |
| 3. Yelling at the person you are angry with is an appropriate way of expressing feelings? |  |  |
| 4. You are comfortable appropriately stating your feelings. |  |  |
| 5. You are aware how you express your feelings? |  |  |
| 6. You are aware that others share common emotions and feelings as you. |  |  |
| Score or Points |  |  |

Other Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix D**

**Group Evaluation Form**

Name: Date: **ua**

**Evaluation Sheet for Group Participants**

1. Was the time spent in our group sessions worthwhile? Yes No
2. Did you learn anything about yourself through participation in this group? Yes No
3. Did you learn anything about getting along with others through participation in this group? Yes No
4. Given another opportunity, would you choose to participate in another counseling group? Yes No
5. Were your satisfied with your counselor’s leadership in the group sessions? Yes No
6. Did you ever talk to anyone outside the group about your participation? Yes No
7. Have you ever discussed our group with your parents? Yes No
8. Did you look forward to our meeting time? Yes No
9. Has there been any change in your behavior since participation in our groups? Yes No

Additional comments: